

Midland Park Elementary

2415 Midland Park Road
N. Charleston, SC 29418

Grades	PK-5 Elementary School	
Enrollment	479 Students	
Principal	Robert Candillo	843-574-2183
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	7	45	71	15

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 23 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Below Average	N/A
2003	Average	Average	No
2004	Below Average	Unsatisfactory	No
2005	Below Average	Good	No

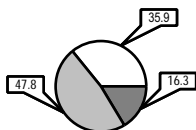
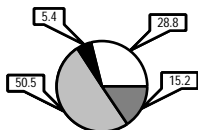
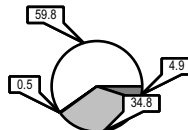
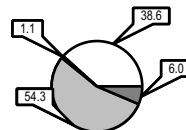
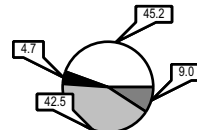
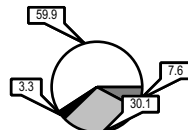
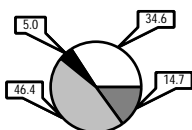
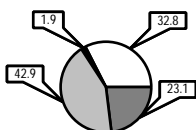
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	223	99.6	35.9	47.8	16.3	0.0	27.7	Yes	Yes
Gender									
Male	123	99.2	39.0	50.5	10.5	0.0	25.7		
Female	100	100.0	31.6	44.3	24.1	0.0	30.4		
Racial/Ethnic Group									
White	59	98.3	24.4	53.3	22.2	0.0	28.9	No	Yes
African American	108	100.0	31.2	51.6	17.2	0.0	29.0	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	54	100.0	57.8	33.3	8.9	0.0	22.2	No	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	194	99.5	35.4	47.5	17.1	0.0	29.1		
Disabled	29	100.0	38.5	50.0	11.5	0.0	19.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	223	99.6	35.9	47.8	16.3	0.0	27.7		
English Proficiency									
Limited English Proficient	51	100.0	61.9	28.6	9.5	0.0	21.4	I/S	Yes
Non-Limited English Proficient	172	99.4	28.2	53.5	18.3	0.0	29.6		
Socio-Economic Status									
Subsidized meals	189	99.5	36.6	48.2	15.2	0.0	25.6	No	Yes
Full-pay meals	34	100.0	30.0	45.0	25.0	0.0	45.0		

Mathematics – State Performance Objective = 36.7%									
All Students	223	99.6	28.8	50.5	15.2	5.4	37.0	Yes	Yes
Gender									
Male	123	99.2	31.4	48.6	14.3	5.7	37.1		
Female	100	100.0	25.3	53.2	16.5	5.1	36.7		
Racial/Ethnic Group									
White	59	98.3	13.3	55.6	22.2	8.9	60.0	Yes	Yes
African American	108	100.0	30.1	52.7	11.8	5.4	26.9	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	54	100.0	42.2	40.0	15.6	2.2	33.3	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	194	99.5	27.2	49.4	17.1	6.3	39.2		
Disabled	29	100.0	38.5	57.7	3.8	0.0	23.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	223	99.6	28.8	50.5	15.2	5.4	37.0		
English Proficiency									
Limited English Proficient	51	100.0	45.2	40.5	11.9	2.4	28.6	I/S	Yes
Non-Limited English Proficient	172	99.4	23.9	53.5	16.2	6.3	39.4		
Socio-Economic Status									
Subsidized meals	189	99.5	28.7	52.4	14.6	4.3	35.4	No	Yes
Full-pay meals	34	100.0	30.0	35.0	20.0	15.0	50.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	223	99.1	59.6	35.0	4.9	0.5	5.5
Gender							
Male	123	98.4	55.8	38.5	5.8	0.0	5.8
Female	100	100.0	64.6	30.4	3.8	1.3	5.1
Racial/Ethnic Group							
White	59	98.3	40.0	55.6	2.2	2.2	4.4
African American	108	99.1	67.4	28.3	4.3	0.0	4.3
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	54	100.0	64.4	26.7	8.9	0.0	8.9
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	194	99.0	59.2	34.4	5.7	0.6	6.4
Disabled	29	100.0	61.5	38.5	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	223	99.1	59.6	35.0	4.9	0.5	5.5
English Proficiency							
Limited English Proficient	51	100.0	69.0	23.8	7.1	0.0	7.1
Non-Limited English Proficient	172	98.8	56.7	38.3	4.3	0.7	5.0
Socio-Economic Status							
Subsidized meals	189	98.9	59.5	34.4	5.5	0.6	6.1
Full-pay meals	34	100.0	60.0	40.0	0.0	0.0	0.0

Social Studies							
All Students	223	99.1	38.3	54.6	6.0	1.1	7.1
Gender							
Male	123	98.4	42.3	50.0	5.8	1.9	7.7
Female	100	100.0	32.9	60.8	6.3	0.0	6.3
Racial/Ethnic Group							
White	59	98.3	33.3	55.6	8.9	2.2	11.1
African American	108	99.1	38.0	58.7	2.2	1.1	3.3
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	54	100.0	44.4	44.4	11.1	0.0	11.1
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	194	99.0	36.3	56.7	5.7	1.3	7.0
Disabled	29	100.0	50.0	42.3	7.7	0.0	7.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	223	99.1	38.3	54.6	6.0	1.1	7.1
English Proficiency							
Limited English Proficient	51	100.0	47.6	45.2	7.1	0.0	7.1
Non-Limited English Proficient	172	98.8	35.5	57.4	5.7	1.4	7.1
Socio-Economic Status							
Subsidized meals	189	98.9	39.9	54.0	5.5	0.6	6.1
Full-pay meals	34	100.0	25.0	60.0	10.0	5.0	15.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	78	100.0	33.8	35.3	30.9	N/A	30.9
	4	83	100.0	44.0	44.0	12.0	N/A	12.0
	5	79	100.0	46.6	49.3	4.1	N/A	4.1
	6	65	98.5	58.9	30.4	10.7	N/A	10.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	68	98.5	26.4	45.3	28.3	0.0	28.3
	4	71	100.0	37.7	49.2	13.1	0.0	13.1
	5	84	100.0	41.4	48.6	10.0	0.0	10.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	78	100.0	22.1	61.8	10.3	5.9	16.2
	4	83	100.0	33.3	48.0	14.7	4.0	18.7
	5	79	100.0	35.6	46.6	13.7	4.1	17.8
	6	65	100.0	35.1	38.6	21.1	5.3	26.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	68	98.5	17.0	64.2	15.1	3.8	18.9
	4	71	100.0	44.3	39.3	11.5	4.9	16.4
	5	84	100.0	24.3	50.0	18.6	7.1	25.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	68	98.5	50.9	43.4	5.7	0.0	5.7
	4	71	98.6	70.0	26.7	3.3	0.0	3.3
	5	84	100.0	57.1	35.7	5.7	1.4	7.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	68	98.5	37.7	58.5	3.8	0.0	3.8
	4	71	98.6	30.0	66.7	3.3	0.0	3.3
	5	84	100.0	45.7	41.4	10.0	2.9	12.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 479)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.6%	Up from 2.5%	3.9%	3.0%
Attendance rate	94.8%	Down from 96.1%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.7%	Up from 2.4%	6.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.6%	Up from 2.3%	5.4%	3.2%
Eligible for gifted and talented	2.6%	Down from 5.4%	4.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.2%	Down from 7.3%	8.1%	8.2%
Older than usual for grade	2.7%	Down from 3.5%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 44)				
Teachers with advanced degrees	45.5%	Down from 51.1%	50.6%	52.6%
Continuing contract teachers	81.8%	Up from 64.4%	76.4%	83.3%
Highly qualified teachers	90.5%	Down from 97.1%	92.3%	93.5%
Teachers with emergency or provisional certificates	2.9%	Down from 5.7%	2.5%	0.0%
Teachers returning from previous year	83.7%	Up from 82.2%	83.4%	87.0%
Teacher attendance rate	94.2%	Down from 95.8%	94.9%	95.0%
Average teacher salary	\$37,716	No change	\$40,422	\$41,703
Prof. development days/teacher	13.1 days	Down from 15.1 days	13.5 days	12.8 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 16.8 to 1	16.5 to 1	18.8 to 1
Prime instructional time	87.8%	Down from 89.6%	88.8%	89.8%
Dollars spent per pupil*	\$5,471	Down 2.4%	\$7,383	\$6,242
Percent of expenditures for teacher salaries*	72.1%	Up from 66.7%	63.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 71.3%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2004-2005 school year at Midland Park Elementary focused on improving student test scores, increasing parent involvement, and increasing teacher knowledge and use of best practices through focused planning and purposeful staff development. Our goal is to return to the upward pattern of success in the absolute and improvement ratings we have experienced since the 2001-2002 school year. To accelerate this goal we made conscious efforts through targeting specific deficiencies, increasing instruction in flexible groups, emphasizing reading by using the five big principles from our SIG grant with the help of our literacy coach, maximizing the use of business and community mentors through our highly successful HOSTS program, and emphasizing math with Family Nights, the first annual Math Bowl, Calendar Counts, a math resource room, and our math coach endorsed by CCSD and the State Department of Education. Reading and math were further emphasized in our after-school programs/Homework Center supported by Title I funds and the Midland Park Community Ministry Center. The faculty and staff have worked very hard to meet the rigorous requirements of the No Child Left Behind legislation.

Data from MAP (Measures of Academic Progress) and DIBELS (Diagnostic Indicators of Basic Early Literacy Skills) were used by teachers in instructional planning sessions.

Instruction was data driven and research based. It was also used to recognize students for academic achievements. Faculty and staff constantly reflect on and evaluate their practices to ensure they meet the various needs of our students. This was also accomplished through implementation of the Coherent Curriculum and other components of the Charleston Plan for Excellence.

Parent involvement increased through participation in Family Nights, Parent University, and PTA. Information was sent home frequently to parents in their native language. Parents also received brochures in their native language on ways to help their children be successful in school. Through the efforts of parents, volunteers, BOWS, Low Country Schools of Promise, and the AmeriCorps team, many improvements have been made in and around our school.

Teachers have participated in a variety of professional development opportunities. They shared each month with teachers on their grade level from A.C. Corcoran and Pepperhill. They shared curriculum and instructional strategies across grade levels with their colleagues at Midland Park at monthly Articulation Team meetings. Teachers were involved in professional readings from Building the Reading Brain, Using Thinking Maps, Classroom Instruction That Works, Vocabulary Building, and Reading in the Content Area. These strategies were evidenced in classroom observations by administrators, the School Support Team, and CCSD content specialists.

We believe that our efforts will be successful through the support of parents, the participation of volunteers, the continued participation in professional development opportunities by teachers, and the caring learning community already established for the children. With the involvement of the entire Midland Park family, our expectation for future success is within our reach.

Susan W. Miles, Principal
Sharlene Simmons, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	73	52
Percent satisfied with learning environment	80.0%	80.6%	88.2%
Percent satisfied with social and physical environment	76.3%	74.0%	88.2%
Percent satisfied with school-home relations	32.5%	87.7%	72.0%

*Only students at the highest elementary school grade level at this school and their parents were included.